Standard: 2.NBT; CC2.1.2.B.1

Practice Standard: #4, 5, 6

What visual(s) will you use? Base ten blocks or (Saltine crackers, pretzel sticks, and marshmallows) work mat divided into hundreds, tens, and ones, blank art paper, markers, index cards with numbers (two digit, three digit, or four digit numbers)

Activity designed around visual --Are you adapting an activity you experienced today?

Yes

How? The students are demonstrating the use of models to represent digits while categorizing numbers in their place value positions. The on-level students will be given three digit numbers, the below level will be given two-digit numbers, and the above level will be given three and four digit numbers to model using a work mat that has a thousand column. The students will randomly select an index card with a number. The students will then be required to draw a picture of their number on the blank art paper and write the number in standard form, word form and expanded form. Have the students share their number representations with the class.

Extensions: Journal what they know about their number. Have the students work with a partner to model numbers in various ways. Roll dice to get a number to represent.

What questions you will ask as students are engaged in the activity to surface the mathematics?

How many different ways can you represent your number using the blocks?

What number is represented in each position?

What would your model look like if you added \_\_\_\_\_ to your number?

What would your model look like if you subtracted \_\_\_\_\_ from your number?

Can you think of something that you would want to have in the amount of your number?